

RESEARCH ON THE INFLUENCE OF THE INHERITANCE AND DEVELOPMENT OF ETHNIC MUSIC EDUCATION IN COLLEGES AND UNIVERSITIES ON ALLEVIATING COLLEGE STUDENTS' MENTAL ANXIETY

Dongmei Li

College of Music, Inner Mongolia Minzu University, Tongliao 028000, China

SUMMARY

Background: As a common mental disease, mental anxiety is the core symptom of anxiety disorder. It is mostly manifested in some different degrees of anxiety, such as tension, irritability, fear and so on. It is very easy to be affected by external stimulating events and show certain limited behavior, emotional bias and related somatization disorders. The phenomenon of mental anxiety of college students is more prominent, and national music education can effectively play the role of music in guiding the emotion of individuals. Therefore, the research provides improvement suggestions for the inheritance and development of national music through the introduction of psychology related theories, so as to give better play to the stimulating effect of music on individual positive emotions and improve the level of psychological cognition, so as to achieve the effect of improving the mental health status of college students.

Subjects and methods: Students with mental anxiety in a university were randomly divided into "mental health education + national music education" group and "national music education" group for three months. The simple mental state examination scale and self-rating Anxiety Scale were used to make statistics and analysis on the mental anxiety of the subjects in the improved national music education model.

Results: The integration and development of mental health education and national music education can realize the dynamic monitoring and timely intervention of the psychological status of anxious college students, and then give play to the positive psychological hint and emotional guidance of music education to individuals, so as to improve their mental health level.

Conclusions: With the help of introducing psychology of folk music education classroom, the teaching design can better meet the psychological needs of college students with mental anxiety, and the proposed teaching method can effectively improve their mental health level.

Key words: national music education - mental anxiety - mental health - inherited development - college students

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INTRODUCTION

In the current ethnic music education and teaching in colleges and universities, the teaching method based on theoretical knowledge learning and the teaching method of "big class" makes it difficult to take into account the students' learning psychological needs in the formulation of teaching objectives, which makes it difficult to stimulate their own creative potential and ability, and deviates from the teaching objectives of talent training to a certain extent (Kutsyn 2019). Ethnic music teaching only pays attention to the "one-way output" of knowledge in the teaching process, but does not pay attention to students' learning mastery and psychological characteristics in time, which makes it difficult for students to link their knowledge with social practice, resulting in too high or too low evaluation of their own ability and causing great damages to their mental health (Umuzda 2020). Research has shown that About 20%-47% of college students will show different levels of mental illness symptoms, and mental anxiety is the highest incidence of psychological problems and emotional disorders.

As an excellent traditional culture in China, national music has a long history, rich content and diverse forms

that cannot be matched by other countries. National music shows the national cultural charm in the form of music, including the education of music skills and music culture. The development of national music education is not only related to the inheritance and development of music education, but also related to the inheritance and innovation of national culture and national spirit. Sun thinks that the current national music culture in China does not show the localization characteristics, and it has not achieved the expression of traditional excellent culture and the extraction of cultural connotation in the process of inheritance and development, and puts forward some suggestions for improvement on this basis. (Sun 2020). Lordier et al. found that music can effectively provide a rich environment for premature infants, and the network module found that music exposure environment can effectively realize the cognitive structure of newborn brain, which has a good application effect (Lordier et al. 2019). With the help of the annual report on mental health, Canady found that college students are more likely to have psychological problems of anxiety and depression (Canady 2019). Delgado et al. found that the COVID-19 will generally increase the public's stress and depression level, and the proportion of people with mental and psychological diseases will gradually increase. The epidemic will cause

students' mood fluctuations and lifestyle changes (Delgado et al. 2018). At the same time, Zhang and others found that nursing education students are prone to anxiety, learning disabilities and other symptoms. With the increase of years, the proportion of students with psychological problems shows an increasing trend (Zhang et al. 2020).

The above research shows that the current development of national music is in urgent need of innovation and development, and the teaching effect of national music has a strong correlation between students' learning quality and learning psychology. In addition, students are vulnerable to the limitations of their own cognitive level and external contradictions and conflicts, resulting in anxiety about the current situation and future planning and related psychological problems (Brown et al. 2020; Gao et al. 2020). In addition, affected by the difficulty of learning professional courses, it is very easy to produce mental anxiety, which will cause great damages to their physical and mental development (Broomhead 2021). Therefore, in order to intervene and guide college students' mental anxiety, it is important to help them establish spiritual strength and belief support, and give full play to the intervention effect of college folk music education on students' mental anxiety and psychological emotion. Therefore, accelerating the innovative development and selective inheritance of national music education to make it glow with new vitality is one of the important teaching tasks at present. It also has important practical guiding significance and value for the alleviation of college students' mental anxiety.

SUBJECTS AND METHODS

Study setting

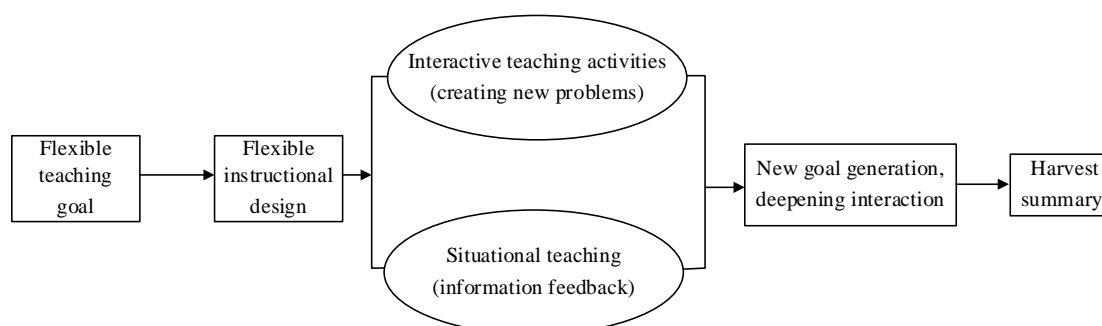


Figure 1. Implementation process of information feedback under innovative teaching strategies in English teaching

Figure 1 shows the implementation process of information feedback on innovative teaching strategies in music teaching. Through the flexible setting of teaching objectives and teaching structure, students are guided to raise new problems with teaching interaction and situational teaching, mobilize students' enthusiasm, and always take students' learning psychology and emotional changes as teaching feedback and apply them to the teaching class to adjust the teaching plan, so as to achieve active intervention and good guidance to

As a common mental disease, mental anxiety is the core symptom of anxiety disorder. It is mostly manifested in some different degrees of anxiety, such as tension, irritability, fear and so on. It is very easy to cause poor mental state caused by external irritant events. The behavioral mechanism and emotional tendency of the patients with mental anxiety are also affected by cognitive structure, age level, psychological stress resistance and other factors. Most patients with mental anxiety are accompanied by sleep disorders, emotional disorders, somatization disorders and so on, which cause great damages to their physical and mental health (Martin-Key et al. 2018). Mild mental anxiety also has certain self-adjustment ability, and has certain decision-making ability and judgment accuracy in judging things. However, severe mental anxiety will lead to thinking transformation errors when judging things, and then make its overall function and mental state present a pathological state (Cleveland et al. 2021). Educational psychology believes that teachers' teaching activities, students' learning activities and learning psychology together constitute a specific teaching situation, and pays attention to grasping the psychological laws and emotional fluctuations of both the subject and object of teaching, which can effectively optimize the teaching effect and actively guide students' psychological status. (Huang 2018). In order to help college students, improve their mental anxiety and pathological mental state and improve their overall mental health level, this study introduces psychological theory to carry out innovative design of college folk music teaching to realize the intervention of students' mental health. The specific teaching process is shown in Figure 1.

students' psychological anxiety.

Design

The integration of educational psychology and ethnic music teaching class can better realize the optimization design of the content of each stage of teaching activities on the basis of grasping the teaching law and learning psychology, and make full use of multimedia teaching tools and information technology to change the teaching content to meet the growing learning needs of students.

At the same time, it can pay timely attention to the personalized characteristics, teaching psychological problems and emotional difficulties of ethnic minority students (Baertschi et al. 2018; Chen et al. 2020). The research takes the students with mental anxiety in a university as the research object. First of all, make a preliminary information statistic on the students' mental health status. During the experiment, the mental anxiety related data onto the subjects were statistically analyzed with the help of Mini Mental State Examination (MMSE) and Self-Rating Anxiety Scale (SAS) (Zhang et al. 2020). Through the introduction of psychology related theories, the original music education can intervene students' mental anxiety and mental state in the way of "music mental health education". The subjects were randomly divided into "mental health education + national music education" group and "national music education" group. After the three-month teaching experiment intervention, the anxiety improvement of the subjects was collected with the help of the scale tool. The stability coefficient is used to test the stability of the questionnaire, and its mathematical expression is shown in formula (1).

$$\ell = \frac{\sum y - l\bar{k}}{R} \quad (1)$$

In formula (1), the reliability value of the questionnaire is set to ℓ , the number of participants in the questionnaire stability test is l , the score product of the subjects after two tests is y , the average score product of the two tests is \bar{k} , and the standard deviation

product of the two tests is set to R .

RESULTS

Integrating mental health education into ethnic music education can realize the dynamic monitoring of psychological status and anxiety data of college students with psychological anxiety in the classroom, and help them carry out targeted intervention. Through the analysis of experimental data, it can be seen that the improved ethnic music education model can effectively improve the mental anxiety of the research objects, play a positive psychological hint and emotional guidance, and improve their mental health level. Table 1 shows changes of psychological and emotional scores of the subjects in the "mental health education + national music education" group before and after the experiment.

It can be seen from Table 1 that the combination of psychological education and music classroom teaching can effectively reduce the subjects' negative emotions such as anxiety, doubt, negativity and resistance, and improve their positive emotions such as positivity, optimism and activeness. The emotional data are reduced in different degrees compared with that before the improvement. The maximum score difference in negative emotion between the two groups was 9 points, and the maximum score difference in positive emotion was 6 points. The results show that integrating psychological intervention in ethnic music teaching activities can effectively improve students' emotional regulation ability. Then, the music quality of the subjects during the experiment was counted, as shown in Table 2.

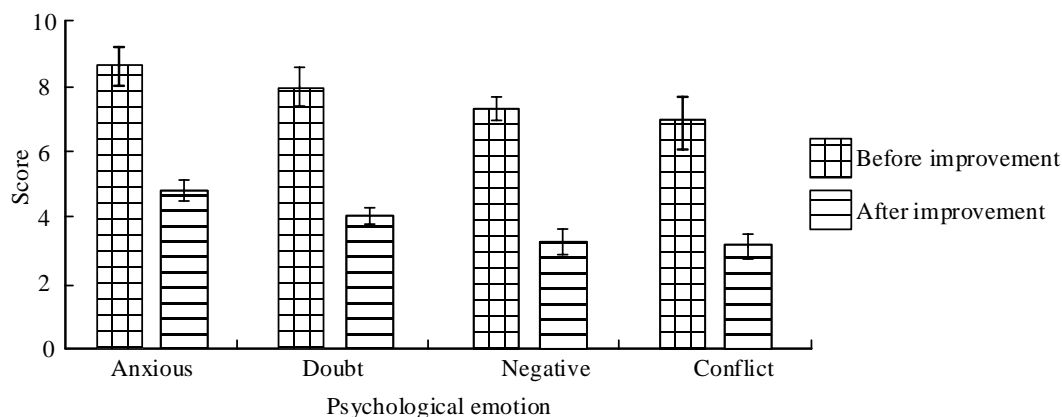


Figure 2. Statistical changes of psychological emotion scores of the subjects in the "mental health education + national music education" group before and after the experiment

Table 1. Statistical changes of psychological emotion scores of the subjects in the "mental health education + national music education" group before and after the experiment

Group	Time	Music feeling ability	Imitation ability	Self performance ability	Proposition performance ability
Control group	Before intervention	3	3	2	2
	After intervention	4	3	3	2
Intervention group	Before intervention	3	3	2	2
	After intervention	5	4	4	4

Table 2. Changes of anxiety scale scores of subjects in three months under different music teaching modes

Time	“Mental health education + national music education” group	“National music education” group	<i>P</i>
Before the experiment	56.23±2.74	57.12±2.09	0.058
One month after improvement	26.91±1.04	46.53±1.24	0.032
After two months of improvement	14.25±2.16	32.19±2.08	0.0167
After three months of improvement	8.74±1.39	20.37±2.11	0.000

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In Table 2, there was no significant change in the musical quality of the subjects under different groups. After the intervention, some music quality scores of the control group were improved, while the music quality of the intervention group was greatly improved as a whole. After the intervention, the score of music perception of the control group was 4 points, which was 1 point lower than that in the pre intervention group. The intervention group scored 4 points in imitation ability, self-performance ability and proposition performance ability. Then, the scores of the anxiety scale of the research subjects in three months under different music teaching modes are counted, and the results are shown in Table 3.

The results of Table 3 show that the scores of the self-rating anxiety scale of the subjects in the psychological education intervention group show a significant downward trend with the increase in the intervention time, and the maximum value difference is 48 points, while the maximum value of the overall anxiety score of the original music teaching group are 27 points, which is significantly different from that of the intervention group. There is no big deviation in the constant value data of anxiety shown by the students in the two groups under the teaching mode grouping, and the score difference is no more than 2 points. Compared with the original music teaching group, the numerical score difference of the psychological education intervention group was 20 points, 18 points and 12 points after one month, two months and three months of the intervention, and the corresponding *P* values were 0.032, 0.016 and 0.000. The improvement and optimization of music teaching can improve the pertinence of teaching and the intervention of students' anxiety, and achieve the teaching task of educating people and educating the mind.

DISCUSSION

The behavior mechanism and emotional bias of the sick group of mental anxiety are more limited by the regulation of the external environment and the influence of their own cognitive level and internal structure, showing individual differences and group diversity, with different performance mechanisms (Alazzam et al. 2021). The prevalence group of mental anxiety covers a wide range, and the number is growing younger. As a relaxation tool, music can effectively adjust the individual's mood in time, strengthen the individual's perception of the external environment and things, and transmit different emotional resonance and psychological feedback to the audience (Lee & Mi-Na 2019; Chen et al. 2021). When college students study national music education, the immersion teaching activities in the music environment will make students show different psychological emotions in classroom teaching, especially mental anxiety. Mental anxiety needs timely intervention and guidance, otherwise it will aggravate individual psychological pressure and emotional burden, and show pathological state and physical disorder. The psychological emotion of students is directly related to the teaching feedback they receive in the classroom, that is, an active and relaxed classroom atmosphere and interesting and vivid teaching methods can reduce students' resistance and negative psychology to the contents and methods to be learned in the classroom. Moreover, boring and rigid teaching methods and relatively single teaching tools are difficult to effectively connect the communication and interaction between teachers and students. It is very easy to produce negative psychological problems and negative emotions in the teaching process, such as anxiety, doubt, negativity, resistance and so on. Negative emotion is the expression of emotional regulation imbalance, which is

very easy to make individuals have emotional fluctuations in a short time or fall into "emotional dilemma" for a long time, which is not conducive to individual mental health. The results show that the mixed teaching method combining psychological education and music classroom teaching can effectively reduce students' negative emotions, and its score decreases in varying degrees. The negative emotions maximum score are 9 points, the positive emotion was 6 points, which improves students' emotional regulation ability. One of the important teaching objectives of music teaching classroom is to improve students' music literacy. Higher music literacy will give students positive psychological hints and confidence to a certain extent, and improve their ability and psychological quality in cop with teaching difficulties.

Music literacy includes music perception ability, imitation ability, self-expression ability and proposition execution ability (Bargiel-Matusiewicz et al. 2019). The results showed that after the intervention, the score of music perception of the control group were 4 points. The intervention group scored 4 points in imitation ability, self-performance ability and proposition performance ability, and the performance of his music literacy is excellent. It was found that the score of self-rating anxiety scales of the psychological education intervention group showed a significant downward trend with the increase in the intervention time. Within 3 months after the intervention, the anxiety value of the psychological education intervention group was significantly different from that of other groups. As one of the main symptoms of anxiety disorder, mental anxiety is mostly reflected on mental irritability and mental tension, and it is easy to cause significant emotional fluctuations. The form of music generally takes music works as the form carrier and classroom as the main teaching venue. The improvement in teaching classroom from the emotional characteristics and psychological needs of individuals with mental anxiety can effectively give play to the pertinence of music intervention.

CONCLUSIONS

In recent years, college students are under increasing pressure in all aspects. Their psychological problems are becoming increasingly prominent, and even lead to the emergence of malignant events, of which mental anxiety is the most prominent. Using psychology as an intervention tool to optimize and improve the music classroom can effectively play the psychological role of music on individuals, play an appropriate emotional regulation mechanism, and then reduce the accumulation and fermentation of negative emotions, and improve individual health. The results show that the combination of psychological education and music classroom teaching can effectively reduce the negative emotions of the research objects. The data have decreased from varying degrees compared with that before the improvement, and the maximum score are 9 points. And

the music quality of this group has been greatly improved on the whole. The score of music imitation ability, self-performance ability and proposition performance ability is 4 points. The score of the Self-rating Anxiety Scale of the subjects in the psychological education intervention groups showed a significant downward trend with the increase in the intervention time, and the maximum value difference was 48 points. Compared with the original music teaching group, the value difference was statistically significant one month, two months and three months after the intervention ($P < 0.05$). The above results show that the improved music teaching model can effectively give individuals positive psychological hints and affirmation with the charm of music, reduce their self-confidence and anxiety about themselves and external things, and improve their ability and level of all-round development.

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Correspondence:

Dongmei Li,

College of Music, Inner Mongolia Minzu University, Tongliao 028000,
China

E-mail: Lidongmei0824@126.com